

DOCUMENT RESUME

ED 147 089

RC 010 227

TITLE Evaluation Report of Dartmouth's A Better Chance Program. Research and Evaluation Report Series No. 53.

INSTITUTION Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

REPORT NO RER-53

PUB DATE Nov 76

NOTE 20p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Academic Education; Administrator Attitudes; *American Indians; Cocurricular Activities; Communication (Thought Transfer); Enrollment; Family Relationship; *Financial Support; *Higher Education; *Interagency Coordination; Problems; *Program Evaluation; Public Relations; *Recruitment; Student Attitudes; Teacher Attitudes

IDENTIFIERS *A Better Chance; Dartmouth College NH

ABSTRACT

Requested by the Director of the Office of Indian Education Programs, this evaluation of the A Better Chance (ABC) Program administered by the New England Regional ABC Office headquartered on the campus of Dartmouth College consists of 17 parts, each comprised of at least 2 separate statements titled "Observations" and "Recommendations" regarding the following: communications; public relations; proposal submission; funding deadline; recruiting; orientation program; student screening; school selection; academics; extra-curricular activities; correspondence from home; newspapers; maximum enrollment; student comments; supervisory comments; teacher comments; and the expansion and regionalization of ABC. As reported here, the ABC Program suffers from: extremely poor communications and public relations; a lack of secure funds due to late proposal submission; a poor recruitment program (of the total students in the program, 50% are Navajo, 45% Hopi, and the remaining 5% Laguna); lack of communication on the part of students with their homes and families (few letters and no evidence of local newspapers); a lack of maximum enrollment Northfield-Mt. Hermon is 19 students under the maximum enrollment); frustration on the part of supervisors and teachers regarding the insecurity of funds; lack of public relations, communications, etc.; and some frustration on the part of students regarding the distance from home. Positive evaluations and/or no recommendations are presented for the other areas evaluated. (JC)

ED147089

rec 20-10-77

RESEARCH AND EVALUATION REPORT SERIES NO. 53

EVALUATION REPORT
OF
DARTMOUTH'S A BETTER CHANCE PROGRAM



U.S. DEPARTMENT OF HEALTH,
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NOVEMBER 1976

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EVALUATION REPORT
OF
DARTMOUTH'S A BETTER CHANCE PROGRAM
November 4, 1976

In response to a request by the Director, Office of Indian Education Programs, an evaluation was conducted on the ABC Program administered by the New England Regional ABC Office headquartered on the campus of Dartmouth College at Hanover, New Hampshire. Arrangements were made with Mr. Floyd Brady, Director of the New England Regional ABC Program to visit ABC staff, management, students participating in the program at Northfield-Mt. Hermon, Massachusetts and Woodstock, Vermont, staff of the Native American Studies Department at Dartmouth, and other interested students, citizens, and members of the community. This report consists of 17 parts, each comprised of at least two separate statements entitled, Observation(s) and Recommendation(s), and where applicable, a third statement, Option(s), will be included.

THE EVALUATION

I. Communications (Observation)

There is very little evidence to support any resemblance of "open communication" between the Bureau of Indian Affairs, the regional office of ABC at Dartmouth, or from the national office of ABC in Boston, with Area Offices, Agencies, or tribal organizations explaining objectives, rationale, philosophy, and opportunities the ABC Programs offer to Native American students. Consequently, the number of students participating in the two ABC Programs compared to the number of spaces available is quite small.

Programs sometimes suffer from lack of participation simply because people throughout the country are not informed as to various opportunities afforded Indian youth.

Recommendation: Every effort should be extended immediately by officials of all parties concerned to open up communications and eliminate problems that have cropped up in the past concerning information pertaining to opportunities offered by the ABC Program, and how the program can provide educational opportunities for interested Indian youth.

II. Public Relations (Observation)

Communications and public relations go hand-in-hand. Each will fail without the support and cooperation of the other. The ABC School at Northfield-Mt. Hermon has six students at the present time. However, the administration and staff at this school are prepared for 25 participants if arrangements are made properly and problems concerning funding are decided earlier than they have been during the present 1976-77 school year. A private school cannot wait until three months after the beginning of the school year to determine if students are going to participate or if funds are going to be allocated to help defray expenses of these students.

Recommendation: Again, every effort should be extended immediately by officials of all parties concerned to create a good public relations program to eliminate problems that have cropped up in the past concerning information pertaining to opportunities offered by the ABC Program, and how the program can provide educational opportunities for interested Indian youth.

Option: See Appendix #1, Objective and Operating Plan for 1977, which may help to eliminate this problem.

III. Proposal Submission (Observation)

The proposal submitted to the Office of Indian Education Programs in Washington, D. C., from the New England Regional ABC Office at Dartmouth College was dated September 1, 1976. This is approximately the same time as the present 1976-77 school year started. Needless to say, the decision as to whether to fund this program has not been determined as of this date. However, in the interim, students, staff, and administrators have been trying to operate in a vacuum, with serious questions as to how long it will be before decisions are made concerning these two programs.

Recommendation: See Appendix #1, Objective and Operating Plan for 1977, which will eliminate this problem.

IV. Funding Deadline (Observation)

As stated above, the proposal submitted to the Office of Indian Education Programs on September 1, 1976, has not been funded as of this date. Consequently, students, staff, administrators, and programs suffer from the tardiness and the clouds of indecision that generate a feeling of frustration for the clients. Six students are now participating in the Northfield-Mt. Hermon ABC Program, and the school is prepared for a maximum of 25 participants. Since they are a private institution, they can ill-afford waiting several months for officials in the BIA to decide whether or not specific programs will or will not be allocated funds for the present fiscal year.

Recommendation: See Appendix #1, Objective and Operating Plan for 1977, which will eliminate this problem.

V. Recruiting (Observation)

At the present time, in both of the ABC Programs observed, approximately 50 percent are Navajo, 45 percent Hopi, and the remaining five percent consist of Laguna, New York and North Dakota people. This small tribal participation can be attributed directly to Items #1, and #2, Communications and Public Relations. People in the field simply do not have the information or are not informed of the educational opportunities offered to Indian youth who participate in the ABC Programs.

Recommendation: See Appendix #1, Objective and Operating Plan for 1977, which will help to eliminate this problem.

VI. Orientation Program (Observation)

This section is not a reality at the present time and has only been discussed as a possibility for the future. However, if an individual considers Items #1, #2, and #5, the orientation program aspect looms as a key to eliminating these three problem areas. The cost of conducting several orientation programs would be more than justified, add lustre to the ABC concept, but most important of all, provide educational opportunities for many more students that may not have those opportunities at the local level at the present time.

Recommendation: See Appendix #1, Objective and Operating Plan for 1977, which will help to eliminate this problem.

VII. Student Screening (Observation)

No problems with the student screening process. Students are screened

in Boston then forwarded to the Regional Office, and then folders are sent to the local school level where final selections are made. Every effort is made to fit the student into the programs and the environment which best fits his needs.

Recommendation: None

VIII. School Selection (Observation)

No problems with the school selection process. Individual students in both ABC Programs seemed very satisfied with their school, communities, staff, peer group, academics, extra-curricular activities, etc.

Recommendation: None

IX. Academics (Observation)

"What is the most difficult subject you have had since you entered the ABC Program?" was asked each participant in both ABC Programs. The answer was unanimous. All students have difficulty with English composition. They can express themselves verbally but have difficulty expressing themselves in writing. This seems to be the major problem with each participant. The academic program of each school visited is a firm reminder of the "Basic 3R's" and the more traditional "solid subject curriculum" which has been diluted with more popular educational terminology expressed in the school systems today. The ABC participants have no difficulty with the other academic portions of the program.

Recommendation: None, Keep up the good work!

X. Extra-Curricular Activities (Observation)

No problem with the extra-curricular activities offered by the two ABC schools that were observed. All students agreed that they had ample opportunities to participate in a variety of activities after school and on weekends.

Recommendation: None, keep up the good work!

XI. Correspondence from Home (Observation)

Nearly 100 percent of the students expressed their concerns about the lack of correspondence from home. Some of the Navajo students had received a supply of pinon nuts and were enjoying their limited supply. Other students were curious about any type of news from their homes. They were interested in anything ranging from the outlook for a good pinon harvest, to the University of New Mexico football team, to the weather conditions in various parts of New Mexico and Arizona.

Recommendation: Every effort should be extended by adults at the local level to encourage immediate family and friends to maintain correspondence with the students participating in the ABC Programs. This encouragement could come from the local community, schools, Agencies, Areas, churches, friends, etc. When students are away from their home communities, any letter received is deeply appreciated.

XII. Newspapers (Observation)

There was no evidence of newspapers from any of the students' home towns. Every Navajo student asked why they could not get copies of the Navajo Times. This appears to be a breakdown in communications and public relations indirectly involving the lack of funding through the BIA.

XIII. Maximum Enrollment (Observation)

Northfield-Mt. Hermon is 19 students under the maximum enrollment. If educational opportunities are available and professional educators do not take every opportunity to fill all vacancies, this is a disservice to the young people that we are professionally obligated to serve.

Again, no particular individual nor organization is to blame. With a concentrated professional approach beginning at the local level, including management of the ABC Program and of the Bureau of Indian Affairs, these problems can and will be solved in the immediate future. If students are qualified for this program and have the inner desire to obtain a solid college-prep academic program, then we, as professional educators are remiss in part of our duties to help these students take giant steps in fulfilling their dreams and their ambitions. If people are not willing to help young people in their educational endeavors, then perhaps, these same people are in the wrong field.

Recommendation: See Appendix #1, Objective and Operating Plan for 1977, which will help to eliminate this problem.

XIV. Student Comments (Observation)

Every student that is now participating in the two ABC Programs is very satisfied thus far. Each student indicated they would like to see more participation from other students from their own tribe. Some students indicated the academic school year was a long, long time to be away from their home, family, and friends, with only one break for Christmas vacation.

Recommendation: If the previous recommendations in the report are considered, the student comments will be clarified.

XV. Supervisory Comments (Observation)

The supervisor of the Regional ABC Office at Dartmouth has expressed his views pertaining to the values students received from participating in the ABC Programs. However, frustrations do exist with the delays in funding, lack of participation, communications, public relations, etc. All of these concerns have been expressed a number of times and the same frustrations continue to broil and will continue until decisions are made in Washington, D. C., which will determine the fate of the ABC Program for Indian youth.

Recommendation: See Appendix #1, Objective and Operating Plan for 1977, which will help to eliminate these problems.

XVI. Teacher Comments (Observation)

Teachers associated with the Indian participants of these two ABC Programs are 100 percent in support of the aims, objectives, philosophy, and opportunities presented to the participants in these programs. However, they are very frustrated in the time delays for funding the program for the 1976-77 school year, as these delays cause a decline in enrollment as stated earlier in this report, because private schools cannot operate efficiently with empty beds in the dormitories. Two teachers expressed themselves with a lack of audio-visual materials and textual materials available concerning Indian people of North America.

Recommendation: I personally gave these teachers names, addresses, telephone numbers of individuals who would be resourceful in this area. With better communications and public relations, this problem can be eliminated in the very near future.

XVII. Expand and Regionalize ABC (Observation)

Two professional educators suggested the ABC concept be expanded by contracting with private schools in Albuquerque, Santa Fe, or Denver so the students would not be physically removed so far from home. The BIA school system does have the facilities, resources, and some personnel that are capable of handling the ABC Program closer to home. However, questions do arise as to whether the curriculum would meet their individual academic needs, the staff would meet the needs, and the administrators would be able to cope with academically successful students on a limited basis. These people also feel it is robbery to remove talented students from the home environment and transplant them 2,400 miles away in a completely foreign environment. However, it should be pointed out that these students, even though they are transplanted hundreds of miles away from home, may have a better atmosphere for learning to take their place without interference from home, community, family, relatives and other tribal groups who may tempt these students into social conditions that may not be desirable.

Recommendation: None. Item #15 is a decision that must be considered within the Office of Indian Education Programs.

CONCLUSION

Financing educational programs is very expensive. Excellent academic programs are very difficult to identify. Educational opportunities are abundant. Gifted students are the minority in the educational spectrum. It is difficult to obtain decisions relative to government at the very best. It is disgraceful that educational opportunities for Indian youth are nearly strangled and smothered because of the financing for these programs is delayed. "People-to-people relationships" could be revitalized through the transfusion of mutual respect, cooperation, and understanding which would provide a solid educational background for the Indian leaders of tomorrow.

Evaluation Report of

Dartmouth ABC, A Better Chance Program

November 4, 1976

~~Director of Indian Education Program~~

November 4, 1976

Paul L. Sward, Education Specialist
Division of Evaluation, Research, and Development

~~Dartmouth's ABC (A Better Chance) Program~~

Introduction in response to ~~the Director's~~ request

~~I was given the assignment by your office, and travel was approved by memo of October 7, 1976, to evaluate the ABC Program administered by the New England Regional ABC Office headquartered on the campus of Dartmouth College at Hanover, New Hampshire. Arrangements were made with Mr. Floyd Brady, Director, New England Region ABC, to visit ABC staff, management, students participating in the ABC program at Northfield - Mt. Hermon, Massachusetts, and Woodstock, Vermont, staff of the Native American Studies Department at Dartmouth, and other interested students, citizens, and members of the community. This report will consist of approximately 17 parts, and each section of the report will comprise of at least two separate statements entitled OBSERVATION(S) and RECOMMENDATION(S), however, where applicable, a third statement will be included as OPTIONS(S).~~

The Evaluation → Center

I. COMMUNICATIONS (OBSERVATION)

There is very little evidence to support any resemblance of "open communication" between the Bureau of Indian Affairs, the regional office of ABC at Dartmouth, or from the national offices of ABC in Boston, with Area Offices, Agencies, or tribal organizations explaining objectives, rationale, philosophy, and opportunities the ABC Programs offer to Native American students. Consequently, the number of students participating in the two ABC Programs compared to the number of spaces available is quite small.

Programs sometimes suffer from lack of participation simply because people throughout the country are not informed as to various opportunities afforded Indian youth.

RECOMMENDATION: Every effort should be extended immediately by officials of all parties concerned to open up communications and eliminate problems that have cropped up in the past concerning information pertaining to opportunities offered by the ABC Program, and how the ~~ABC~~ program can provide educational opportunities for interested Indian youth.

II. PUBLIC RELATIONS (OBSERVATION)

Communications and Public Relations go hand-in-hand. Each will fail without the support and cooperation of the other. The ABC School at Northfield-Mt. Hermon has six students at the present

time. However, the administration and staff at this school ^{are} is prepared for 25 participants if arrangements are made properly and problems concerning funding are decided earlier than they have been during the present 1976-77 School Year. A private school cannot wait until three months after the beginning of the school year to determine if students are going to participate or if funds are going to be allocated to help defray expenses of these students.

RECOMMENDATION: Again, every effort should be extended immediately by officials of all parties concerned to create a good public relations program to eliminate problems that have cropped up in the past concerning information pertaining to opportunities offered by the ABC Program, and how the ABC Program can provide educational opportunities for interested Indian youth.

OPTION: See Appendix #1, Objective and Operating Plan for 1977, which may help to eliminate this problem.

III. PROPOSAL SUBMISSION (OBSERVATION)

The proposal submitted to the Office of Indian Education Programs in Washington, D.C., from the New England Regional ABC Office at Dartmouth College was dated September 1, 1976. This is approximately the same time as the present 1976-77 School Year started. Needless to say, the decision as to whether to fund this program has not been determined as of this date. However, in the interim, students, staff, and administrators have been trying to operate in a vacuum, with serious questions as to how long it will be before decisions are made concerning these two programs. ~~that offer education opportunities for Indian youth.~~

RECOMMENDATION: See Appendix #1, Objective and Operating Plan for 1977, which will eliminate this problem.

IV. FUNDING DEADLINE (OBSERVATION)

As stated ^{above} in #3, the proposal submitted to the Office of Indian Education Programs on September 1, 1976, has not been funded as of this date. Consequently, students, staff, administrators, and programs suffer from the tardiness and the clouds of indecision that generate a feeling of frustration for the clients. Six students are now participating in the North field-Mt. Hermon ABC Program, and they ~~are~~ ^{are} prepared for a maximum of 25 participants. Since they are a private institution, they can ill-afford waiting for several months for officials in the BIA to decide whether or not specific programs will or will not be allocated funds for the present fiscal year.

RECOMMENDATION: See Appendix #1, Objective and Operating Plan for 1977, which will eliminate this problem.

V. RECRUITING (OBSERVATION)

At the present time, in both of the ABC Programs observed approximately 50 percent are Navajo, 45 percent Hopi, and the remaining five percent consist of Laguna, New York and North Dakota people. This small tribal participation can be attributed directly to Items #1 and #2, Communications and Public Relations. People in the field simply do not have the information or are not informed of the educational opportunities offered to Indian youth ~~and~~ participate in the ABC Programs.

RECOMMENDATION: See Appendix #1, Objective and Operating Plan for 1977, which will help to eliminate this problem.

VI. ORIENTATION PROGRAM (OBSERVATION)

This section is not a reality at the present time and has only been discussed as a possibility for the future. However, if an individual considers Items #1, #2, and #3, the Orientation Program aspect looms as a key to eliminating these three problem areas. The cost of conducting several Orientation Programs would be more than justified, add lustre to the ABC concept, but most important of all, provide educational opportunities for many more students that may not have those opportunities at the local level at the present time.

RECOMMENDATION: See Appendix #1, Objective and Operating Plan for 1977, which will help to eliminate this problem.

VII. STUDENT SCREENING (OBSERVATION)

No problems with the student screening process. ^{Applications} Students are screened in Boston then forwarded to the Region, ~~and then~~ folders are sent to the local school level where the final decisions are made in the selection process. Every effort is made to fit the student into the programs and the environment which best fits his needs.

RECOMMENDATION: None.

VIII. SCHOOL SELECTION (OBSERVATION)

No problems with the school selection process. ~~I visited with each~~ individual student in both ABC Programs, and they seemed very satisfied with their school, communities, staff, peer group, academics, extra-curricular activities, etc.

RECOMMENDATION: None

IX. ACADEMIC'S (OBSERVATION)

I asked the same question of each of the participants of both ABC Programs. The question was, "What is the most difficult subject ~~that~~ you have had since you entered the ABC Program?" The answer was asked each participant in both ABC Programs.

was unanimous. All students have difficulty with English composition. They can express themselves verbally but ~~the difficulty to express themselves with written English remains~~ ^{the difficulty to express themselves with written English remains} the major problem with each participant. The academic program of each school visited is a firm reminder of the "Basic 3R's" and the more traditional "Solid Subject Curriculum" which has been diluted with more popular educational terminology expressed in the school systems today. The ABC participants have no difficulty with the other academic portions ~~they are served with on a daily basis.~~ ^{of the program.}

RECOMMENDATION: None, Keep up the good work!!

X. EXTRACURRICULAR ACTIVITIES (OBSERVATION)

No problem with the extracurricular activities offered by the two ABC schools that were observed. All students agreed that they had ample opportunities to participate in a variety of activities after school and on weekends.

RECOMMENDATION: None, Keep up the good work!!

XI. CORRESPONDENCE FROM HOME (OBSERVATION)

Nearly 100 percent of the students expressed their concerns about the lack of correspondence from home. Some of the Navajo students had received a supply of pinon nuts and were enjoying their limited supply. ~~being a part of it.~~ Other students were curious about any type of news from their homes. They were interested in anything ranging from the outlook for a good pinon harvest, to University of New Mexico football team, to the weather conditions in various parts of New Mexico and Arizona.

RECOMMENDATION: Every effort should be extended by adults at the local level to encourage immediate family and friends to maintain correspondence with the students participating in the ABC Programs. This encouragement could come from the local community, schools, Agencies, Areas, churches, friends, etc. When students are ~~removed~~ ^{away} from their home communities, any letter received is deeply appreciated.

XII. NEWSPAPERS (OBSERVATIONS)

There was no evidence of newspapers from any of the students' home towns. Every Navajo student asked why they could not get copies of the Navajo Times. This appears to be a breakdown in communications and public relations indirectly involving the lack of funding through the BIA.

XIII. MAXIMUM ENROLLMENT (OBSERVATION)

Northfield-Mt. Hermon is 19 students under the maximum enrollment. If educational opportunities are available and professional educators do not take every opportunity to fill all vacancies, ~~then, in my opinion, I feel~~ ^{this is a disservice to the young people that are}

professionally obligated to serve. Again, no particular individual nor organization is to blame. With a concentrated professional approach beginning at the local level, including management of the ~~Indian~~ ^{ABC Program} management of the Bureau of Indian Affairs, these problems can and will be solved in the immediate future. If students are qualified for this program and have the inner desire to obtain a solid college-prep academic program, then we, as professional educators, are remiss in part of our duties to help these students take giant steps in fulfilling their dreams and their ambitions. If people are not willing to help young people in their educational endeavors, then perhaps, these same people are in the wrong field.

RECOMMENDATION: See Appendix #1, Objective and Operating Plan for 1977, which will help to eliminate this problem.

XIV. STUDENT COMMENTS (OBSERVATION)

Every student that is now participating in the two ABC Programs are very satisfied thus far. Each student indicated they would like to see more participation from other students from their own tribe. Some students indicated the academic school year was a long, long time to be away from their home, family, and friends, with only one break for Christmas vacation.

RECOMMENDATION: If the previous recommendations in the report are considered, the student comments will be clarified.

XV. SUPERVISORY COMMENTS (OBSERVATION)

The supervisor of the Regional ABC Office at Dartmouth has expressed his views pertaining to the values students received from participating in the ABC Programs. However, frustrations, do exist, with the delays in funding, lack of participation, communications, public relations, etc. All of these concerns have been expressed a number of times and the same frustrations continue to broil and will continue until decision(s) are made in Washington, D.C., which will determine the fate of the ABC Program for Indian youth.

RECOMMENDATION: See Appendix #1, Objective and Operating Plan for 1977, which will help to eliminate these problems.

XVI. TEACHER COMMENTS (OBSERVATION)

Teachers associated with the Indian participants of these two ABC Programs are 100 percent in support of the aims, objectives, philosophy, and opportunities presented to the participants in ~~these~~ programs. However, they are very frustrated in the time delays for funding the program for the 1976-77 school year, as ~~well as~~ these ~~same~~ delays cause a decline in enrollment as stated earlier in this report, because private schools cannot operate efficiently with empty beds in the dormitories. Two teachers expressed themselves with a lack of audio-visual materials

and textual materials available concerning Indian people of North America.

RECOMMENDATION: I personally gave these teachers names, addresses, telephone numbers of individuals who would be resourceful in this area. With better communications and public relations this problem can be eliminated in the very near future.

XVII. EXPAND AND REGIONALIZE ABC (OBSERVATION):

Two professional educators suggested the ABC concept should be expanded by contracting with private schools ~~in~~ in Albuquerque, Santa Fe, or Denver so the students would not be physically removed so far from home. The BIA School System does have the facilities, resources, and some personnel that are capable of handling the ABC Program closer to home. However, questions do arise as to whether the curriculum would meet their individual academic needs, the staff would meet the needs, and the administrators would be able to cope with academically successful students on a limited basis. These people also feel it is robbery to remove talented students from the home environment and transplant these people 2,400 miles away in a completely foreign environment. However, it should be pointed out that these students, even though they are transplanted hundreds of miles away from home, may have a better atmosphere for learning to take place without interference from home, community, family, relatives, and other tribal groups who may tempt these students into social conditions that may not be desirable.

RECOMMENDATION: None. Item #13 is a decision that must be considered within the Office of Indian Education Programs.

CONCLUSION(S)

Financing educational programs is very expensive. Excellent academic programs are very difficult to identify. Educational opportunities are abundant. Gifted students are the minority in the educational spectrum. It is most difficult to obtain decisions relative to Government at the very best. It is disgraceful that educational opportunities for Indian youth are nearly strangled and smothered because the financing for these programs is delayed. "People-to-People Relationships" could be revitalized through the transfusion of mutual respect, cooperation, and understanding which would provide a solid educational background for the Indian leaders of tomorrow.

Paul L. Sward

Attachments

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Chron IERC
Ed Dir's RF

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NORTHFIELD MOUNT HERMON SCHOOL / EAST NORTHFIELD, MASSACHUSETTS 01360

OFFICE OF THE PRESIDENT

November 3, 1976

The Honorable Edward M. Kennedy
United States Senator
Washington, D.C.

Dear Senator Kennedy:

Congratulations on your most recent landslide victory. It is well deserved.

I recently had a discouraging meeting with Mr. Paul Sward of Albuquerque, New Mexico who works with the Resources Center of the Bureau of Indian Affairs. Northfield Mount Hermon School has been effectively involved in helping Native American youth prepare for college. Since 1973 we have enrolled 47 of whom 43 went from us to higher education. This is an unparalleled success ratio made possible because we employ a full-time counselor for these students and because our faculty and staff are committed to the program.

But, the numbers trend is disastrous:

1973-74 - 21
1974-75 - 15
1975-76 - 11
1976-77 - 7

The problems seem to be two-fold. There has been a suspicion that attendance here would cause young men and women to abandon their tribal affection and commitment. To the best of our knowledge, this has not happened. If Native American enrollment is 15 or more we believe a "critical mass" circumstance exists which promotes continued concern for tradition. The second problem seems to be the feeling that we wish to skim the talent cream from BIA boarding schools. Unless I am woefully misinformed, there are thousands of youngsters who could benefit from an opportunity here who are not now enrolled in challenging schools.

This year we were informed in September that funding would be available for a few additional Native American students. By then we were full to overflowing and were forced to decline. My sincere hope is that through your good offices we can identify funding possibilities and timetables which will allow us to provide the experiences which so many promising Native American youth need.

Sincerely yours,

Howard L. Jones
Howard L. Jones
President

• HLJ:bg

cc Dr. William Demmert
Mr. John Meade
Mr. Paul Sward

